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American Education. By ANDREW S. DRAPER, Commissioner of Education of the State of New York. With an Introduction by Nicholas Murray Butler, President of Columbia University. Boston, New York and Chicago, Houghton Mifflin Co., 1909. pp. x, 383.

This volume contains twenty-six papers upon educational topics, selected from the much larger collection of Commissioner Draper's essays and addresses. Eight of these deal with the general topics of organization and administration; five with the elementary and secondary schools; six with the college and the university (the American university, the trend in American education, state universities, the university presidency, limits of academic freedom, co-education); and the remaining seven with special aspects and problems (education for efficiency, the farm and the school, physical training and athletics, public morals and public schools, the spirit of the teacher, the teacher and the position, the schools and international peace). "No other American," writes President Butler, "has been successively charged with the administration of a state system of public instruction, with the oversight of the schools of a city of considerable size, with the direction of one of the tax-supported state universities of the country, and finally with the supervision and control of the educational activities of an entire commonwealth. As a result, Mr. Draper has been forced, in the daily performance of the duties of his several offices, to approach the educational problem from many different points of view and to see it under almost all of its limitations and difficulties." Mr. Draper has, indeed, enjoyed an unrivalled experience; and he has turned this experience to account in a direct and forcible way; his writing is clear, explicit and concise. Unfortunately, the many different points of view that he has taken do not, in the judgment of the reviewer, include that of the true educator. Mr. Draper's standard is consistently that of the man of affairs; an educational system is, for him, a plant, with a foreman and a staff of employees; and the end and aim of education is efficiency. By many his book will be hailed as the very gospel of a new educational dispensation; but some will regret that a man who fills and has filled such responsible offices should be so narrowly commercial in his outlook.

FRANCIS JONES.

Mental Discipline and Educational Values, by W. H. HECK. New York, John Lane Co., 1909. pp. 147. Price, \$1.00 net.

This essay has been written with a twofold object: first, to sum up and organize recent discussions of the disciplinary value of studies, in order to show how far students of education have advanced in their thought upon the subject; secondly and more importantly, to modify the doctrine of formal discipline and upon such modification to establish a standard of educational values. The writer accordingly presents, in the first part of the book, a long series of carefully chosen extracts from educational authorities; the utility of this portion of his work would have been increased by the addition of an index. On the main issue, Professor Heck concludes as follows: "A general benefit can be derived from specific training in so far as the person trained has consciously wrought out, in connection with the specific training, a general concept of method, based upon the specific methods used in that training."

OTTO PERLER.

The Sunday Kindergarten; Game, Gift and Story. By C. S. FERRIS. Chicago, University of Chicago Press, 1909. pp. xxvi, 271. Price, \$1.40.

This book has been issued as an aid to the religious education of

very young children. It contains forty-three lessons upon the topics of dependence, kindness, generosity, love, courage, obedience, immortality, helpfulness; every lesson is based upon a story, which may or may not be taken from the Bible; and the programme is arranged to carry the teacher through the Sundays from autumn to summer, with appropriate lessons for Thanksgiving, Christmas and Easter. A regular order of exercises is outlined, and the words and music are given of twenty-one selected songs. The book is well illustrated, and in general has been carefully prepared; it should prove excellently adapted to its purpose. F. SMITH.

The Child and His Religion. By G. E. DAWSON. Chicago, University of Chicago Press, 1909. pp. ix, 124. Price, 82c.

The core of this little book is the chapter entitled Children's Interest in the Bible, which is reprinted without substantial change from the *Pedagogical Seminary*, 1900. Two prefatory chapters deal respectively with Interest as a Measure of Values and with the Natural Religion of Children. In the former, the author sketches the doctrine of interest in its various historical phases, and enters a plea for its acceptance in religious as in secular education. In the latter, he seeks to determine the psychological factors in natural religion, and finds them in animism, the instinct of causality, the instinct of immortality, and the child's inherent faith and good-will. A concluding chapter outlines the problem of religious education. Its aim is that of religious adjustment to a progressive environment; its material is the whole of experience, religious in the stricter sense and secular as well, appropriated to religious uses; and its method is that which insures self-expression, in interest, in thought and in conduct. "The typical kindergarten and the typical Young Men's Christian Association illustrate what is thus far the best statement of the problem of religious education and constitute the most consistent attempts at its solution." F. SMITH.

Die Kultur der Gegenwart, herausgegeben von PAUL HINNEBERG. Teil I, Abteilung V. *Allgemeine Geschichte der Philosophie.* Berlin und Leipzig, B. G. Teubner. 1909. pp. viii, 572. Price Mk. 12.

The present volume of this comprehensive work is made up of eight essays, excellently proportioned, which cover the main divisions of a systematic history of philosophy. A general introduction, on the beginnings of philosophy and the philosophy of primitive peoples, is contributed by Wundt. The four following chapters are devoted to the philosophy of the Orient, Oldenberg writing on India, Goldziher on Islam and Judaea, the late Professor Grube on China, and Inouye on Japan. Occidental philosophy is treated under three principal headings: von Arnim is responsible for the account of ancient philosophy,—and Bäumker and Windelband deal, respectively, with the medieval and the modern periods. Every section is therefore written, not only competently, but with authority, and the editor is to be congratulated upon his choice of collaborators and his success in securing their co-operation. The value of the work is greatly enhanced by the selected bibliographies appended to the successive chapters; and there is a good index.

It goes without saying that the volume contains much that is of interest to psychologists; it furnishes, on many counts, materials of high value towards that history of psychology which is still to be written. We must here confine ourselves, however, to a brief account of Wundt's paragraphs upon primitive psychology.